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nation, accompanied by numerous illustrations and drawings, is followed throughout the book.

The volume will be of exceptional value to architects, boards of education, and school superintendents in the solution of many of the perplexing problems which arise in connection with the attempt to construct or to remodel a building to suit the specific needs of a community. Where the services of a school architect are not available, such a volume should unquestionably be in the hands of the board or of the superintendent.

Grade norms for standard tests.—From the experience of teachers and supervisors in attempting to measure the results of instruction by means of educational tests, there has developed a feeling of uncertainty concerning the significance and the validity of many of the reputed standards. Lacking the facilities and the opportunity for attesting such norms as are announced for the instrument of measurement which he employs, the individual attempting an interpretation of the scores of a group he has tested can but wonder whether there is any certainty that the situation indicated by the comparison of class scores with published norms really exists. In this situation, reports of results obtained by other teachers employing the same tests with other school children are often reassuring, especially when large numbers of pupils tested in many different schools are involved. Much interest will therefore attach to a recently issued summary¹ of the results of administering several of the commonly used tests in a number of school systems.

The results presented in the bulletin are such as have been voluntarily reported to the Bureau of Educational Research by teachers and supervisors in the field. Since the tests were given to pupils of varying abilities, working under widely differing conditions, and were administered at different periods of the school year, the standards presented should be used only with due allowance for the possible errors of measurement and differences in pupils tested which may exist.

The method of the report is to present in the case of each test (1) the median scores by grades, together with the 25 and 75 percentiles, (2) the number of pupils attaining the indicated scores, and (3), for most of the tests considered, percentile tables derived from the original distribution. With these data as a basis of comparison, the teacher employing one of these tests can readily make the types of comparisons which will indicate the relative progress or skill of the group tested, when measured by the records of large numbers of pupils in many different schools. The tests for which tentative grade norms are presented are Monroe's Standardized Reasoning Tests in

¹ WALTER S. MONROE, *Report of the Division of Educational Tests for 1919-20*. "University of Illinois Bulletin," Vol. XVIII, No. 21. Urbana, Illinois: University of Illinois, 1921. Pp. 64. \$0.25.

Arithmetic, Buckingham's Scale for Problems in Arithmetic, Monroe's Diagnostic Tests in Arithmetic, Monroe's Standardized Silent Reading Tests, Charters' Diagnostic Language Test and Language and Grammar Test, Willing's Scale for Measuring Written Composition, Harlan's Test for Information in American History, Sackett's Scale in United States History, Hotz's First Year Algebra Scale, Minnick's Geometry Tests, Holley's Sentence Vocabulary Scale, and Holley's Picture Completion Test for Primary Grades.

In addition, the bulletin contains a chapter each devoted to Monroe's Standardized Reasoning Tests in Arithmetic and Timed Sentence Spelling Tests.

Advanced commercial arithmetic.—High schools which attempt to prepare young people to enter commercial life have frequently suffered the criticism that the graduates of commercial courses are ignorant of even the more elementary principles and processes involved in business transactions. Particularly is there complaint that the schools do not effectively teach the mathematics of business. In explanation of this apparent failure, it is noted that the attempt to provide for all the subjects of instruction which an acceptable commercial curriculum is supposed to contain has, in many schools, resulted in limiting the pupil's training in the specialized mathematics of the field to a somewhat elementary, if not a comparatively brief, course in commercial arithmetic which he usually gets in the first year of high-school work. Where the traditional type of mathematics course obtains in the intermediate grades, the pupil is of necessity left without a knowledge of certain functions which are fundamental to applied business mathematics. In recognition of the need for a more thorough type of training in this phase of commercial instruction, a text¹ is offered which comprises the material the authors have for six years used successfully with fourth-year high-school classes.

With the idea of providing a text for use in general courses in commercial arithmetic, the authors include a wide range of topics, dealing with profits, insurance, taxes, exchange, interest, and pay-roll calculations. The material is distinctly concrete, numerous illustrative examples and exercises being presented in connection with each topic, necessary definitions and explanations being brief and concise in every case. Special care is taken, where possible, to explain and illustrate several recognized methods of procedure. Thus, in the treatment of depreciation, four methods of computation are shown: the straight line method; a fixed rate, computed each year on the original value of the property; a decreasing rate, computed on the original value of the property; a fixed rate, computed on a decreasing value. The more technical and complicated processes—logarithmic applications, weighted averages, practical uses of the progression formulas, and the slide rule—are treated with a

¹ EDWARD I. EDGERTON and WALLACE E. BARTHOLOMEW, *Business Mathematics*. New York: Ronald Press Co., 1921. Pp. vi+305.